

**THE UNIVERSITY OF TEXAS AT AUSTIN  
STEVE HICKS SCHOOL OF SOCIAL WORK**

<b>Course Number:</b>	SW N390N2	<b>Instructor:</b>	Cynthia Franklin, PhD, LCSW-S, LMFT
<b>Unique Number:</b>	61110	<b>Email:</b>	<a href="mailto:cfranklin@austin.utexas.edu">cfranklin@austin.utexas.edu</a>
<b>Semester:</b>	Fall 2024	<b>Office:</b>	3.130J
<b>Meeting Time/Place:</b>	Tuesday, 2:30pm – 5:30pm	<b>Phone Number:</b>	(512) 471-0533 (office) (512) 413-1946 (cell) If urgent, text.
	WWH 418	<b>Office Hours:</b>	Tuesdays at 1:30pm (Other times by appointment via Zoom or in-person)
		<b>TA:</b>	Jeeyeon Hong <a href="mailto:jhong@utexas.edu">jhong@utexas.edu</a>

**General Theories of Social Work Practice**

**I. STANDARDIZED COURSE DESCRIPTION**

This course covers the conceptualization, development, and application of social work theories and major theoretical paradigms. Philosophical, theoretical, and empirical underpinnings of different social work practice theories will be studied with an emphasis on understanding and critically analyzing the philosophical assumptions and scientific basis of various theories. Students will become familiar with the historical context of different theories covered and research on their effectiveness within social work. Major theories from diverse disciplines will also be covered. A selection of theories from different perspectives have been chosen based on their importance to the teaching of social work practice and on the experience of the professor. Students will also be provided opportunities to learn about theories unique to their interest areas. Students will study select theories in-depth and in the process of their study will gain knowledge in the broader philosophical, epistemological, and empirical methods that support theories within social work.

**II. STANDARDIZED COURSE OBJECTIVES**

Upon completion of this course, students will be able to:

1. Critically analyze theories used in social work practice based on their philosophical and epistemological orientation.
2. Understand the moral and ethical premises inherent in different theories, including how various premises may relate to social justice and the values of the social work profession.
3. Understand the basics of theory construction, including how the context, person, and process may contribute to the development of theories.
4. Understand how theory is used in social work practice and research and relate that knowledge to a research interest.

5. Critically analyze the scientific merit and professional utility of different social work theories, including an analysis of studies on their efficacy and effectiveness.
6. Understand the heuristic value of social work theories and how practice-based knowledge contributes to a science for social work practice.

### III. TEACHING METHODS

Learning materials and resources will be available on Canvas in Modules organized by weeks. There is a Resources and Rubrics module with additional materials. **Canvas Training** is available at <https://utexas.instructure.com/courses/633028/pages/student-tutorials>.

**Each student must complete the required text readings, weekly online materials and readings, and other assignments in Modules on Canvas. Students are also expected to regularly attend class sessions and arrive prepared to ask questions and engage in dialogue with the professor, TA, and student colleagues.** This is an active learning course that is designed for self-learning. That is, the course requires students to interact and prepare to individually present information on readings and their prospective theories. **As such, students must complete weekly textbook and online readings, background research, and all Canvas assignments before class meetings and discussions and be prepared to act as co-facilitators in the learning process.** The class meetings will be a combination of lectures and a review of the materials in the Canvas modules. Guest faculty experts from UT and other universities are scheduled to discuss and demonstrate ways they apply the theories that will be covered throughout the course in their own research.

### IV. REQUIRED TEXTS AND MATERIALS

1. Required Texts:
  - i. Brekke, J. & Anastas, J. (2019). *Shaping the science of social work*. Oxford University Press.
  - ii. Jaccard, J., & Jacoby, J. (2020). *Theory construction and model building skills* (2<sup>nd</sup> ed.). The Guilford Press.
  - iii. Payne, M. & Reith-Hall, E. (Eds.). (2019). *The Routledge handbook of social work theory*. Routledge (Recommend e-book).
2. Additional Readings/Recommended for Further Learning:
  - i. Canvas
  - ii. Library and Open Source:
    1. Barkham, M., Wolfgang, L., & Castonguay, L.G., (2021). *Bergin and Garfield's handbook of psychotherapy and behavior change* (7th ed.). John Wiley & Sons Inc.
    2. Crotty, M. (2020 e-book). *The foundations of social research*. Routledge. 9781003115700
    3. Imre, R. (1982). *Knowing and caring: Philosophical issues in social work*. University Press of America.
    4. Kuhn, T. S. (1970). *The structure of scientific revolutions* (2<sup>nd</sup> ed.). The University of Chicago Press.

5. Mapp, S. C. (2020). *Human rights and social justice in a global perspective: An introduction to international social work* (3<sup>rd</sup> ed.). Oxford University Press.
  6. Reamer, F. (1993). *The philosophical foundations of social work*. Columbia University Press.
  7. Shaw, I. (2016). *Social Work Science*. Columbia University Press.
- iii. Ovid EBM: Ovid provides access to a variety of relevant resources including bibliographic databases (such as MEDLINE, EMBASE and CINAHL); more than 300 full text journals; and other clinical information products such as Evidence Based Medicine Reviews (EBMR) and some textbooks. EBMR contains material from Best Evidence and the Cochrane Database of Systematic Reviews. It combines Best Evidence and the Cochrane Database into a single, fully searchable database with links to both MEDLINE and Ovid full-text journals. This is a fee-based provider. Many universities and organizations including UT have institutional subscriptions. Consult with your reference librarian for help using this valuable service.

## V. COURSE REQUIREMENTS

<b>Assignment 1</b>	Social Work Theory Presentation (30%)
<b>Assignment 2</b>	Theory Overview Table (10%)
<b>Assignment 3</b>	Theory for Research Topic Paper (30%)
<b>Assignment 4</b>	Draft Sections for Theory for Research Topic Paper (25%)
<b>Assignment 5</b>	Weekly Reading Reflections (5%)

### Assignment 1: Social Work Practice Theory Presentation (30%)

Major social work theories covered in class (you can adapt these theories to clinical or macro practice applications):

1. Critical Theories, Race, Feminist, and Intersectionality
  - a. Select a focus.
2. Ecological and Family Systems Theories.
  - a. Select a focus such as Ecosystemic or Life Model of social work, Structural/Strategic Family Theories, or Bowenian.
3. Interactional, Co-Construction, and Linguistic/Solution-Focused Brief Therapy
4. Social Constructionism, Postmodern/Narrative Theory and Practice
5. Cognitive and Behavioral Theories
  - a. Select a focus such as CBT, DBT, ACT, or behavioral approaches as applied to macro practice
6. Humanistic/Trans Theoretical Model or Common Factors
  - a. Select a focus on MI or common factors, or adapt to macro approach such as Humanistic Management Theories

**Professor will assign theories to each individual. Complete *Exercise: Theories in Social Work* (see Appendix) in the first class.** Students are responsible for the class lecture and learning materials on the specific theory they are assigned.

A. Directions for Theory Presentations:

- a. Be prepared to lead a 30-minute lecture and facilitate a 15-20 minute discussion and answer questions about a social work theory.
- b. Create a PowerPoint for your presentation:
  - i. Be sure to cover one or two of the main underlying theories that support each theoretical approach. For example, for SFBT, cover interactional perspectives and linguistic/coconstruction theories that support SFBT's perspectives about change. For CBT, cover social learning theories and cognitive constructivism or Beck's General Cognitive Model.
  - ii. Turn in a reference list of 10-12 key articles outside of the provided readings and text overviews that discuss ongoing theoretical developments for the approach.
  - iii. The Power Point lecture and reference list of 10-12 key articles must be prepared and uploaded onto Canvas **one week prior to your scheduled presentation date/class meeting for the theory topic.** This will give students colleagues time to review the material before your class presentation.

B. Purpose of the Assignment:

This assignment lays the foundation for knowledge and skills that you will need in later courses that may cover different behavioral and social science theories in providing you with an opportunity to study a theory that is frequently used in social work in depth. The assignment is intended to help you apply valuable heuristics for learning how to conceptualize social work theory. It increases your knowledge about underlying theories for major approaches used in social work and increases your knowledge about the specific research approach needed to strengthen different social work theories.

C. Summary of Requirements for Assignment 1:

- a. Class lecture (30 minutes)
- b. PowerPoint
- c. Reference list of underlying theories that support the development of the theoretical intervention you are covering
- d. Overview Table for your covered theory (that is also to be completed for all theories)
- e. Preparation to answer questions on your lecture in the class discussion (15-20 minutes)

D. The Theory Presentation should include:

1. The main contributors to the theory and how and why they developed the theoretical approach
  - a. Underlying theories that were used to develop this approach
2. How the theory entered social work and who contributed
3. The disciplines and dominant discourses that have created and supported the development of the theory
4. The epistemologies that guide the theory
5. The ethics and values that the theory purports and ways they relate to social justice, human rights, equity and inclusion, and the values of the social work profession (e.g., How does the theory respond to SES, race, diversity, oppression, etc.?)

6. Ways the theory is being used in social work practice
7. Evidence of the effectiveness of social work practices supported by the theory (e.g., efficacy and effectiveness studies on intervention effectiveness with social work clients → To what populations and problems has the theory been applied and found effective?
8. Limitations of the theory for social work

Follow above guidelines (#1-8) closely in constructing your presentation, and use your PowerPoint to examine important information about the theory focusing on the underlying theories and frameworks that support the development of the theoretical intervention (e.g., trace the theoretical development from the beginning to the present).

### **Assignment 2: Theory Overview Table (10%)**

A. Theory Overview Table will be due for each theory covered in classes and submitted **by 1:00pm on the Tuesday that the theory is covered in class (see the Course Schedule for weekly schedule of topics). Keep in mind that the Theory Overview Table is due for every theory covered including the one you are covering in the class.** See the *Theory Overview Table* form in *Resources and Rubrics on Canvas* and in the *Appendix of the course syllabus*.

### **Assignment 3: Theory for Research Topic Paper (30%)**

**Option 1:** Each student will conduct a review of a theory that is also applicable to your research topic. In a descriptive, 20–25-page paper, you will summarize the history and background of the theory, including disciplines that most supported the development of the theory; philosophical and epistemological perspectives; values and ethical stances; influence and use in social work; evidence-base of the theory; and how the theory has guided and contributed to your research area. This paper will specifically help you explore and gain expertise in a theory that has been used in research studies related to your topic. The theory covered should have prior use in literature related to your topic and provide conceptualization, explanation for intervention, and/or a meaningful framework for research that has been completed in your area.

**Option 2:** You may choose to focus on and discuss how a theory of interest can be expanded to your topic area. For this option, apply your own creativity and interests to propose a new usage of a theory. Your proposals, however, need to be grounded in prior applications of the theory in other research areas as well as logical conclusions about the theory applications to your research interests. Your proposals can be jettisoned from another research area into your own research.

A. Information to be included in the paper:

- a. Introduction
- b. Background and History: What disciplines and dominant discourses have contributed to the development of the theory?
- c. What epistemologies guide the theory?
- d. What ethics and values does the theory purport either overtly or implicitly?
- e. How is the theory being used in social work research?
- f. How is the theory used in your research topic area?
- g. What is the research value and/or evidence base of the theory to your topic?

- (Attach a table of studies that provide the use of the theory, and report findings.)
- h. Your personal critique of the theory and summary of your ideas about the theory's usefulness to your research. Discussion of how the theory can be helpful to guide your research studies and/or improved to guide your research.
  - i. Discussion and Conclusion: Discuss the key points of what you have learned and how the information will be used as you conduct your own studies.
  - j. Two tables: (1) A table of 5-10 studies that summarize and demonstrate examples of how the theory is being used in research studies on your topic and the significance or outcomes from those studies that use the theory; and (2) a table that overviews the background and use of the theory.

Follow the outline above in the development of your paper and for your overview table.

#### B. Importance of Assignment

This paper will help you become an expert on a theory that can be used to inform your research studies. It will serve as a personal narrative of what you have learned about the theory and how the theory may be useful to you. The knowledge gained will also help you in your future comprehensive exam paper and dissertation work.

#### C. Organizing Your Theory Paper

Follow the outline above in the development of content for your paper. The paper must follow APA 7<sup>th</sup> edition format and include a bibliography of important readings about the theory and studies that have applied the theory. Use primary sources as much as possible; use this assignment as an opportunity to learn about the theory from those who are experts in its application and have contributed to its development and use in your research area.

#### D. How to Develop Your Theory Paper

This paper is an independent learning assignment and is to be developed across the entire semester. You will turn in drafts of sections at predetermined dates throughout the semester, and I will provide feedback for each section submitted. Refer to the Course Schedule for the due dates.

***You may work with a partner to complete the Theory Paper if you share the same mentor or a similar research topic area. You will need to agree on the theory to cover, and the theory must be relevant to your topic area.*** Both of you will need to contribute equally and include a summary of what each of you contributed to produce the paper (e.g., provide the parts written by each person).

#### E. Steps to Getting Started and Making Progress

- a. Meet with your mentor or research supervisor/expert in your topic area and ask them about primary theories used in research on your topic. Use that information to help you decide on a theory that supports your research topic area.
  - i. **Questions to ask your mentor expert in your topic area:**
    1. What are the main theories that you use in your research?
    2. How have these theories helped you conceptualize your research?
    3. How have the theories helped you discover solutions in your

- research?
4. How has your research enhanced the understanding of the theories being used?
  5. How has your use of theories changed over time?
- ii. Ask about finding key research articles or overviews of the theory that you can use to get you started.
  - iii. Search for your own overview articles about the theory or reviews related to your topic area or read a few research studies in your area to discover the theoretical backgrounds that are used.
  - iv. Once you decide on the theory to cover, meet with a librarian to help you craft a literature review on the theory, and explore articles on how the theory is being used in your research area.
  - v. After your literature search, decide on the main articles that you will read and use for your paper. As you read the articles, keep detailed notes on what you are learning and ways the information can be used to write your paper.
  - vi. Write the draft sections of your paper, and improve upon those sections following feedback.

#### **Assignment 4: Draft Sections for Theory for Research Topic Paper (25%)**

**Formal drafts of your theory paper must be prepared in increments and turned in on Canvas.** The professor will give you a grade based on effort and quality of the submissions. **All drafts must follow APA format, 7<sup>th</sup> Edition.** Refer to detailed instructions above.

A. Purpose of the assignment:

Drafts of the Theory Paper will help you stay on task to complete this semester-long assignment. You will receive feedback from your professor and/or TA to help you learn ways to write the review and improve the sections for your final paper. **Please visit the professor during office hours for additional help and coaching as needed.**

#### **Assignment 5: Weekly Reading Reflections (5%)**

Fill out a weekly Reading Log of two readings from the book or assigned readings on Canvas. Select two readings that were most beneficial or evoked the most questions and reflections while reading. *Instead of two individual readings, you may discuss cross-cutting ideas across two or more readings. Just cite the readings being used.*

You can find the form for **Reading Log and Reflections** in the **Appendix** of the syllabus and under **Rubrics and Resources** on **Canvas**.

A. Purpose of the assignment:

The purpose of the reading reflections is to help you dive deeper into the reading material and to examine the content in a more reflexive manner that helps you reinforce what you are learning.

**Summary of Assignments and Their Due Dates**

*Due dates can also be found in the Course Schedule.*

<b>Due Date</b>	<b>Assignment</b>
August 27	Go over assignments.
September 10	Identify theory and inform professor.
October 1	Turn in Introduction of the Theory Paper.
October 8	Turn in History, Key Concepts and Contributors, and Background for your theory. Also turn in epistemology and values and ethics of your theory.
October 15	Turn in a draft explaining your theory's use in social work and in your research area.
October 29	Turn in a draft describing the value of the theory for your personal research and evidence of how the theory has contributed to your topic area. Also turn in your table of 5-10 studies demonstrating the use of the theory in your research topic area and findings from those studies.
November 12	Turn in a draft of your personal critiques, Discussion, and Conclusion.
December 6	Turn in Final Theory Paper by 5pm.
<p><b>One week before coverage and lecture in class. Consult Course Schedule for topics:</b></p> <p><i>Critical Theories, Feminist and Intersectionality</i></p> <p><i>Ecological and Family Systems Theories</i></p> <p><i>Interactive, Co-Construction and Linguistic/ Solution-Focused Brief Therapy</i></p> <p><i>Social Construction, Postmodern and Narrative Theory and Practice</i></p> <p><i>Cognitive and Behavioral Theory and therapies</i></p>	<p><b>Theory lecture, PowerPoint, and References</b></p>



<i>Humanistic, Trans Theoretical Model or Common Factors (Can focus on MI or literature on common factors)</i>	
	<b>Theory lecture and class discussion</b>
<b>Consult Course Schedule for your theory topic.</b>	<b>Deliver lecture and lead class discussion on day of topic</b>
Weekly	Theory Overview Table when covering respective theory
Weekly	Reading Log

## VI. GRADES

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

## VII. CLASS POLICIES

**Attendance and Participation:** Students are expected to attend class meetings to participate in an **interactive** framework between collegiate students and professor. To maximize learning, read **assigned readings prior to class**.

**Late assignments are not accepted** except in extreme emergencies and only with advance permission from the professor. If students are in an emergency situation, they should immediately contact the professor and negotiate a new due date. All late assignments will be assessed with a **5-point penalty per day** past the deadline. Students can lose up to **10 points** for absences and a lack of participation.

**Grading Rubrics are available for the class.** See Grading Rubrics for Assignments on Canvas in Resources and Rubrics.

Students' feedback is welcomed. Students are also encouraged to provide feedback during office hours, by Zoom appointments, phone, and e-mail.

**Writing Help:** Help with writing is available on the UT campus at the University of Texas Writing Center <https://uwc.utexas.edu/>

## VIII. UNIVERSITY POLICIES

**Attendance and Academic Behavior.** At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

**Religious Holy Days.** A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

**The University of Texas Honor Code.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**Policy on Academic Integrity.** Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and / or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

**Use of Course Materials.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**University Electronic Mail Student Notification.** Electronic mail (email), like postal

mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

## **Steve Hicks School of Social Work Policies**

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**Professional Conduct and Civility in the Classroom.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**Classroom Confidentiality.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**Unanticipated Distress.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling and Mental Health Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**Policy on Social Media and Professional Communication.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

### **Resources, Prevention of Discrimination, and Safety**

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**Disability Accommodation Statement.** If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <https://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

**Behavior Concerns and Covid-19 Advice Line (BCCAL).** If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

**Covid-19 Related Information.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**Title IX Reporting.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty,

field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

**Title IX Accommodations for Those Pregnant, Nursing and Parenting.** Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

**Campus Carry Policy.** The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

**Safety.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**Emergency Evacuation Policy.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

**IX. COURSE SCHEDULE**

This schedule is intended as a guide; the professor reserves the right to shift sessions and topics based on the learning needs of the class.

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Assignment</b>	<b>Readings and Videos</b>
1	Aug. 27	<p><b><i>Getting Started: What will I learn in this class?</i></b></p> <p><b>Exercise:</b> Theories in Social Work</p>	<p>Review Canvas page</p> <p>Pre-course preparation. May be completed as needed.</p> <p>Bring questions about the organization of the course and assignments.</p>	Syllabus
2	Sept. 3	<p><b><i>Theory and Knowledge Construction in Social Work</i></b></p>	<p>Reading Log (Attached in Appendix in this syllabus and on Canvas)</p>	<p><b><i>Texts:</i></b>            Jaccard &amp; Jacoby, Chapters 1-6, 12            Payne &amp; Reith-Hall Chapters 1, 2, &amp; 7-9            Brekke &amp; Anastas, Chapter 7</p> <p><b><i>On Canvas:</i></b>  <i>Historical Article on How Social Work Constructs Theory:</i>            Imre, R. W. (1984). The nature of knowledge in social work. <i>Social Work</i>, 29, 1, 41-45.</p> <p><b><i>Video:</i></b>  <i>Lecture defining the differences between theory, model, method and approach:</i>  <a href="https://www.youtube.com/watch?v=nE1rKczA2kk">https://www.youtube.com/watch?v=nE1rKczA2kk</a></p>

<p>3</p>	<p>Sept. 10</p>	<p><b><i>Epistemologies That Guide Theory and Research</i></b></p> <p><b>Guest Speaker, Dr. James Jaccard, The Silver School, NYU (on Zoom)</b></p> <p><b>Exercise:</b> Read the two articles below and take the poll. Do these two articles have underlying epistemological debates. Yes, No, Not sure?</p> <p>Laycock, J.P. (2017). Reply-Do we always practice what we preach? Real Vampires, fears of coming out of the coffin to social workers and helping professionals. <i>Critical Social Work, 17</i>(2), 83-89.</p> <p>Williams, DJ., &amp; Prior, E.E. (2015). Do we always practice what we preach? Real Vampires, fears of coming out of the coffin to social workers and helping professionals. <i>Critical Social Work, 16</i>(1), 79-92.</p>	<p>Reading Log (Attached in Appendix in this syllabus and on Canvas)</p> <p><b>Turn in and inform professor of theory for the Theory Paper.</b></p>	<p><b>Text:</b> Jaccard &amp; Jacoby, Chapters 7, 8, 10, 11, &amp; 15</p> <p>Payne &amp; Reith-Hall, Chapter 4</p> <p>Brekke &amp; Anastas, Chapters 1-4 &amp; 8</p> <p><b>On Canvas:</b> Hotherall, S. J. (2019). Epistemology and Social Work: Enhancing the integration of theory, practice and research through philosophical pragmatism. <i>European Journal of Social Work, 22</i> (5). 800-870. <a href="https://doi.org/10.1080/13691457.2018.1499613">https://doi.org/10.1080/13691457.2018.1499613</a></p> <p>Joseph, R., &amp; Macgowan, M. (2018). The theory evaluation scale: An epistemological tool for analyzing social work theories. <i>Social Work Education. 38.</i> 1-13. <a href="https://doi.org/0.1080/02615479.2018.1529745">https://doi.org/0.1080/02615479.2018.1529745</a>.</p> <p>Scotland, J. (2014) Exploring the philosophical underpinnings of research: Relating ontology and epistemology to methodology and methods of scientific, interpretive, and critical research paradigms. <i>English Language teaching, 5</i>(9), 9-16, E-ISSN 1916-4750.</p> <p><i>Dive deeper and find out what is behind the research:</i> Crotty. M. (2020 e-book). <i>The foundations of social research.</i> Routledge. 9781003115700</p>
<p>4</p>	<p>Sept. 17</p>	<p><b><i>Disciplinary and Theoretical Discourses That Guide Social Work</i></b></p>	<p>Reading Log (Attached in Appendix in this syllabus and on Canvas)</p>	<p><b>Text:</b> Payne &amp; Reith-Hall, Chapter 17</p> <p><i>Strengths Perspective Text:</i> Payne &amp; Reith-Hall, Chapter 18</p>

		<p><b>Guest Speaker, Dr. Diana DiNitto, UT Austin</b></p> <p><b>Exercise:</b> Disciplinary Discourse (can be found on syllabus and Canvas)</p>		<p><i>Biomedical Text:</i> Payne &amp; Reith-Hall, Chapter 6</p> <p><i>Other Perspectives Text:</i> Payne &amp; Reith-Hall, Chapter 10, 11, &amp; 26</p> <p><b>On Canvas:</b> <i>Foundational Social Work Theories: Functional Theory and Task Centered:</i> Dore, M. M. (1990). Functional theory: Its history and influence on contemporary social work practice. <i>Social Service Review</i>, 64, 358-374.</p> <p>Rooney, R. H. (2010). Task centered practice in the United States. In A. Fortune, P. McCallion, &amp; K. Briar-Lawson, (Eds.), <i>Social work practice research for the 21<sup>st</sup> century</i> (pp. 183-193). Columbia University Press.</p> <p>Videka, L., &amp; Blackburn, J. (2010). The intellectual legacy of Bill Reid. In A. Fortune, P. McCallion, &amp; K. Briar-Lawson, (Eds.), <i>Social work practice research for the 21<sup>st</sup> century</i> (pp. 195-202). Columbia University Press.</p> <p>Watts, L., &amp; Hodgson, D. Social Justice Theory and Practice for Social Work. Springer, Open Access. Chapter 3</p>
5	Sept. 24	<p><b>No Class</b></p> <p><b>Research day to work on your Theory Paper.</b></p> <p><b>You have met with the librarian by now about your literature review for your Theory Paper.</b></p>		



<p>6</p>	<p>Oct. 1</p>	<p><b>Frameworks Used in Social Work: Science of Social Work and Empirical Practice</b></p> <p><b>Guest Speaker, Dr. Bruce Thyer, Florida State University (on Zoom)</b></p>	<p><b>Critical Race and Social Work Practice (PowerPoint and theory reference list)</b></p> <p>Reading Log (Attached in Appendix in this syllabus and on Canvas)</p> <p>Bring 2-3 questions for Dr. Thyer to ask about his articles.</p> <p><b>Draft of Introduction of Theory Paper due by 1pm on Canvas</b></p>	<p><b>Texts:</b></p> <p>Payne &amp; Reith-Hall, Chapters 3 &amp; 26</p> <p>Brekke &amp; Anastas, Chapters 5, 6, 10 &amp; 11</p> <p>Jaccard &amp; Jacoby, Chapters 13 &amp; 14</p> <p><i>Examples of Use of Critical Theories in Research and Education:</i></p> <p>Anastas, J. W. (2017). What’s the story? Views of pregnant teens in qualitative research. <i>Affilia, Journal of Women and Social Work</i>, 32(2), 134-170.</p> <p>Davis A., &amp; Livingston, A. (2016). Sharing the stories of racism in doctoral education: The antiracism project. <i>Journal of Teaching and Social Work</i>, 36 (2), 197-215</p> <p><b>On Canvas:</b></p> <p>Depanfilis, D. (2014). Back to the Future: Using social work research to improve social work practice. <i>Journal of Society for Social Work Research</i>, 5, 1-21.</p> <p>Thyer, B. (2015). A bibliography of randomized controlled experiments in social work, 1949-2013. <i>Research on Social Work Practice</i>, v 25 (7). 753-793.</p> <p>Thyer, B. (2008). The potential harmful effects of theory. <i>Human Behavior and the Social Environment</i>, 2.</p> <p><b>Podcast:</b></p> <p>The Science of Social Work with Dr. Jeane Anastas and Dr. Cynthia Franklin  <a href="https://www.insocialwork.org/episode.asp?ep=198">https://www.insocialwork.org/episode.asp?ep=198</a></p>
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7	Oct. 8	<p><b>Critical Theories</b></p> <p><b>Guest Speaker, Dr, Shetal Vohra Gupta, UT Austin</b></p>	<p><b>Ecological and Family Therapy (PowerPoint lecture and reference list)</b></p> <p>Theory Overview Table due by 1pm on Canvas</p> <p>Reading Log (Attached in Appendix in this syllabus and on Canvas)</p> <p><b>Draft History, Key Concepts and Contributors, Background, and epistemology and values for Theory Paper due by 1pm on Canvas</b></p>	<p><b>Text:</b> Payne &amp; Reith-Hall, Chapters 29-31</p> <p><b>On Canvas:</b> Allen, K. R. (2023). Feminist theory, method, and praxis: Toward a critical consciousness for family and close relationship scholars. <i>Journal of Social and Personal Relationships</i>, 40(3), 899-936. <a href="https://doi.org/10.1177/02654075211065779">https://doi.org/10.1177/02654075211065779</a></p> <p>Abrams, L. S., &amp; Moio, J. (2009). Critical race theory and the cultural competence dilemma in social work education. <i>Journal of Social Work Education</i>, 45(2), 245-261.</p> <p>Kiehne, E. (2016). Latino critical perspectives in social work. <i>Social Work</i>, 6(2), 119-126.</p> <p>Tomicic, A., &amp; Berardi, F. (2018). Between past and present: The Sociopsychological constructs of colonialism, Coloniality and Postcolonialism. <i>Integrative Psychological and Behavioral Science</i>, 52(1), 152-175.</p> <p><b>Video:</b> Conversation with Martell Teasley and Cynthia Franklin</p>
8	Oct. 15	<p><b>Ecological and Family Systems Theories</b></p> <p><b>Guest Speaker, Dr. Mercedes Hernandez, UT Austin</b></p> <p><b>Exercise:</b> Complete Poll: Read a debate about the use of Ecological Systems Theory in social work.</p>	<p><b>Interactional, Co-construction, Linguistic/SFBT (PowerPoint lecture from the theory and reference list)</b></p> <p>Theory Overview Table due by 1pm on Canvas</p>	<p><b>Text:</b> Payne &amp; Reith-Hall, Chapters 12, 15 &amp; 32</p> <p><b>On Canvas:</b> Allen-Meares, P., &amp; Lane, B. (1987). Grounding social work practice in theory: Ecosystems. <i>Social Casework</i>, 68 (November), 515-21.</p>

		<p>Take the Poll, do you agree with Wakefield? Yes or No?</p> <p>Gitterman, A. (1996). Ecological perspective: Response to Professor Jerry Wakefield. <i>Social Service Review</i>, 70(3), 472-476.</p> <p>Wakefield, J. (1996). Does social work need the eco-systems perspective? Part 1. Is the perspective clinically useful? <i>Social Service Review</i>, 70, 1-32.</p> <p>Wakefield, J. (1996). Does social work need the eco-systems perspective? Part 2. Does the perspective save social work from incoherence? <i>Social Service Review</i>, 70, 183-213.</p>	<p>Reading Log (Attached in Appendix in this syllabus and on Canvas)</p> <p><b>Draft of ways your theory is used in social work and in your research topic area by 1pm on Canvas</b></p>	<p>Knudson-Martin, C., McDowell, T., &amp; Bermudez, J. M. (2019). From knowing to doing: Guidelines for socio-culturally attuned family therapy. <i>Journal of Marital and Family Therapy</i>, 45(1), 47-60.  <a href="https://doi.org.10.1111/jmft.12299">https://doi.org.10.1111/jmft.12299</a></p>
9	Oct. 22	<p><b><i>Interactional, Co-construction/Solution-Focused Brief Therapy</i></b></p> <p><b>Guest Speaker, Dr. Johnny Kim, University of Denver</b></p>	<p><b><i>Narrative</i></b> (PowerPoint lecture and reference list)</p> <p>Theory Overview Table due by 1pm on Canvas</p> <p>Reading Log (Attached in Appendix in this syllabus and on Canvas)</p>	<p><b><i>Text:</i></b> Payne &amp; Reith-Hall, Chapter 19</p> <p><b><i>On Canvas:</i></b> Bavelas, J.B., DeJong, P. Smock Jordan, S. &amp; Korman., H. (2014). The theoretical and research basis of co-constructing meaning in dialogue. <i>Journal of Solution Focused Brief Therapy</i>, 1(2), 2014-23.</p> <p>Franklin, C., Ding, X., Kim, J., Zhang, A., Hai, A. H., Jones, K., Nachbaur, M., &amp; O'Connor, A. (2023). Solution-focused brief therapy in community-based services: A meta-analysis of</p>

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<p>10</p>	<p>Oct. 29</p>	<p><i>Social Constructionism/ Narrative Therapy</i></p> <p><b>Guest Speaker, Dr. Yuanjin Zhou, UT Austin</b></p>	<p><b>CBT (PowerPoint lecture for Cognitive Behavioral Theory and reference list)</b></p> <p>Theory Overview Table due by 1pm on Canvas</p> <p>Reading Log (Attached in Appendix in this syllabus and on Canvas)</p> <p><b>Draft of your theory’s value to your personal research and evidence for how the theory contributed to your topic area. Include your table of studies. Due by 1pm on Canvas</b></p>	<p><b>Text:</b> Payne and Reith-Hall, Chapters 21 &amp; 23</p> <p><b>On Canvas:</b> Combs, G. &amp; Freedman, G. (2016). Narrative Therapy and Relational Understanding of Identity, <i>Family Process</i>, 55, 2, 211-224.</p> <p>Combs, G., &amp; Freedman, J. (2012) Narrative, Poststructuralism, and Social Justice: Current Practices in Narrative Therapy. <i>The Counseling Psychologist</i> 40 (7) pp. 1033-1060.</p> <p><i>Get to know the Person Behind the Social Construction Theory in Sociology:</i> Liechty, D. (2014). Review Piece: Thoughts on Reading Peter L. Berger’s recent memoir. <i>Critical Social Work</i>, 15 (1). 121-131. <a href="https://ojs.uwindsor.ca/index.php/cs/article/download/5912/4924?inline=1">https://ojs.uwindsor.ca/index.php/cs/article/download/5912/4924?inline=1</a></p> <p><i>Get to know the Founder of Narrative Therapy-Michael White:</i> <a href="https://dulwichcentre.com.au/michael-white-archive/?v=7516fd43adaa">https://dulwichcentre.com.au/michael-white-archive/?v=7516fd43adaa</a></p> <p><b>Podcast:</b> <i>Stanley Witkin, expert in social constructionism in social work:</i> <a href="https://krisclarke.org/episodes/episode-18-s2-stanley-witkin-a-life-in-social-work">https://krisclarke.org/episodes/episode-18-s2-stanley-witkin-a-life-in-social-work</a></p> <p><b>Videos:</b> <i>Conversation with Kenneth Gergen who brought social construction theory into psychology:</i> <a href="https://www.youtube.com/watch?v=qN46z0eAihM">https://www.youtube.com/watch?v=qN46z0eAihM</a></p>
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11	Nov. 5	<b>Cognitive-Behavioral Theories</b>	<p>Theory Overview Table due by 1pm on Canvas</p> <p>Reading Log (Attached in Appendix in this syllabus and on Canvas)</p>	<p><b>Text:</b> Payne &amp; Reith-Hall, Chapters 16 &amp; 22</p> <p><b>On Canvas:</b> Beck, A.T., &amp; Haigh, E.A.P. (2014). Advances in cognitive theory: The generic cognitive model. <i>Annual Review of Clinical Psychology, 10</i>, 1-24.</p> <p>Dozois, D. J., Dobson, K. S., &amp; Rnic, K. (2019). Historical and philosophical bases of the cognitive-behavioral therapies. <i>Handbook of cognitive-behavioral therapies</i>, 3-31. <a href="https://books.google.com/books?hl=en&amp;lr=&amp;id=GJ6TEAAQBAJ&amp;oi=fnd&amp;pg=PA3&amp;dq=Advances+in+theory+within+cognitive+behavioral+theories&amp;ots=u3d_ZnDojF&amp;sig=GPjHR6MnCDNF8aGKITtcBjMfjcc#v=onepage&amp;q=Advances%20in%20theory%20within%20cognitive%20behavioral%20theories&amp;f=false">https://books.google.com/books?hl=en&amp;lr=&amp;id=GJ6TEAAQBAJ&amp;oi=fnd&amp;pg=PA3&amp;dq=Advances+in+theory+within+cognitive+behavioral+theories&amp;ots=u3d_ZnDojF&amp;sig=GPjHR6MnCDNF8aGKITtcBjMfjcc#v=onepage&amp;q=Advances%20in%20theory%20within%20cognitive%20behavioral%20theories&amp;f=false</a></p> <p><i>Pros and Cons of CBT in Social Work Practice:</i> Gonzales-Prendes, A. A., &amp; Brisebois, K. (2012). Cognitive behavioral therapy and social work values: A critical analysis. <i>Journal of Social Work Values and Ethics, 9</i>, 2-27.</p> <p>Thyer, B. A., &amp; Myers, L. (2011). Behavioral and cognitive therapies, In J. R. Brandell (Ed.), <i>Practice in Clinical Social Work</i> (p.p. 21-40). Sage Publications.</p>
12	Nov. 12	<p><b>Humanistic, Transtheoretical Model, and Common Factors</b></p> <p><b>Guest Speaker, Dr. Kirk Von Sternberg,</b></p>	<p><b>Transtheoretical Model and Common Factors</b> (PowerPoint lecture and reference list)</p>	<p><b>Text:</b> Payne &amp; Reith-Hall, Chapter 20</p> <p><b>On Canvas:</b> Cuijpers, P., Reijnders, M., &amp; Huibers, M. J. H. (2019). The role of</p>

		<p><b>UT Austin</b></p> <p><b>Exercise:</b> Read a Debate About Common Factors</p> <p>Asnaani, A., &amp; Foa, E. B. (2014). Expanding the lens of evidence-based practice in psychotherapy to include a common factors perspective: Comment on Laska, Gurman, and Wampold. <i>Psychotherapy</i>, 51, 487–490. <a href="http://dx.doi.org/10.1037/a0036891">http://dx.doi.org/10.1037/a0036891</a></p> <p>Baker, T. B., &amp; McFall, R. M. (2014). The promise of science-based training and application in psychological clinical science. <i>Psychotherapy</i>, 51, 482– 486. <a href="http://dx.doi.org/10.1037/a0036563">http://dx.doi.org/10.1037/a0036563</a></p> <p>Beutler, L. E. (2014). Welcome to the party, but...: A response to Laska, Gurman, and Wampold. <i>Psychotherapy</i>, 51, 496 – 499. <a href="https://doi.org/10.1037/a0034332">https://doi.org/10.1037/a0034332</a></p> <p>Laska, K. M., Gurman, A. S., &amp; Wampold, B. E. (2014). Expanding the lens of evidence-based practice in psychotherapy: A common factors perspective.</p>	<p>Theory Overview Table due by 1pm on Canvas</p> <p>Reading Log (Attached in Appendix in this syllabus and on Canvas)</p> <p><b>Draft of personal critiques of your theory and discussion and conclusions due by 1pm on Canvas</b></p>	<p>common factors in psychotherapy outcomes. <i>Annual Review of Clinical Psychology</i>, 15(1), 207-223. <a href="https://doi.org/10.1146/annurev-clinpsy-050718-095424">https://doi.org/10.1146/annurev-clinpsy-050718-095424</a></p> <p>Del Rio Szupszynski, K. P., &amp; de Ávila, A. C. (2021). The Transtheoretical Model of Behavior Change: Prochaska and DiClemente’s Model. <i>Psychology of Substance Abuse: Psychotherapy, Clinical Management and Social Intervention</i>, 205-216.</p> <p>Wampold, B.E. (2015). How Important are Common Factors in Psychotherapy? An Update. <i>World Psychiatry</i>, 14, 270-277.</p>
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13	Nov. 19	<b>No Class</b>		
14	Nov. 26	<b>Fall Break—No Class</b>		
15	Dec. 3	<b>Last Class</b>	<b>Final Draft of Theory Paper Due on December 6 by 5pm on Canvas</b>	

## X. BIBLIOGRAPHY

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**XI. APPENDIX**  
**(All materials in Canvas Modules and Resources and Rubrics)**

**Exercise: Theories in Social Work**

1. Go to the Syllabus and examine the theories covered in the class. Write a brief definition of each theory. If you do not know the definition, search for one on the Internet.
  
2. Go to Amazon.com or another book site and search for textbooks, Direct Practice Texts (write down the name of the text). You can also use DP textbooks you have from graduate school. Examining the Table of Contents for what theories are being covered? If you have trouble finding resources think back to your MSW experiences when answering the question.
  
3. What theories do you adhere to in Social Work?
  
4. Which theories do I already know the most?



### **Disciplinary Discourses Exercise**

As a profession, social work is transdisciplinary and integrates different disciplines and professions to construct knowledge. Identify the professions that have most impacted and shaped your discourse within social work.

1. Psychology
2. Sociology
3. Anthropology
4. Political Science and Law
5. Bio-Medical
6. Human Rights, Critical Perspectives, and Culture Studies
7. Philosophy and Humanities
8. Other

In what professional knowledge have you received the most education?

With what professional knowledge do you agree the most?

What professional knowledge and discourses do you want to want to learn about and engage in to use in the future?

Thinking about the meaning of disciplinary and professional discourses from the readings:

Does Social Work have a unique professional discourse?

Yes or No

If yes, what are some examples of the discourse?

If no, why no, and how does social work construct and use knowledge?

**PhD Teaching Theories Presentation:**

**Presentation Grade=**

*Scored on 1-5. 5= Outstanding 4=Excellent 3=Good, 2=Fair and 1= Poor*

Effective Presentation of Epistemological Philosophical, and Theoretical Origins		
Clear Communication of Main Theoretical Ideas and Constructs		
Clear Communication of Research Basis and Critiques		
Major Contributors and Current Applications to Social Work		
Well Prepared Presentation and PowerPoint		

**Rubric Theory for Research Paper**

<b>Theory Paper</b>	<i>4=Excellent</i>	<i>3=Good</i>	<i>2=Fair</i>	<i>1=Needs Improvement</i>	<i>Score</i>
<i>Discipline and Dominant Discourses</i>	<i>Complete coverage of the history, origins, and major disciplinary contributors including social workers</i>	<i>Most coverage of the history, origins, and major disciplinary contributors</i>	<i>Incomplete coverage of the history, origins, and major disciplinary contributors</i>	<i>No coverage or incorrect coverage of the history, origins, and major disciplinary contributors</i>	
<i>Epistemologies and Philosophical Basis of Theory</i>	<i>Complete Identification of epistemologies from writings and philosophical background</i>	<i>Identification of epistemologies from writings or philosophical background</i>	<i>Sparingly covers epistemologies from writings or philosophical background</i>	<i>Lacks identification or wrong identification of epistemologies</i>	
<i>Ethics and Values of Theory</i>	<i>Correctly and completely identifies values and ethics</i>	<i>Correctly identifies most of the values and ethics</i>	<i>Correctly identifies some of the values and ethics</i>	<i>Does not identify the values and ethics or incorrectly identifies.</i>	
<i>Use of theory in social work research and topic area</i>	<i>Identifies major contributors and summarizes unique contributions</i>	<i>Summarizes most of the contributors and a few contributions</i>	<i>Summarizes at least one of the major contributors but insufficiently describes all contributors and contributions.</i>	<i>Does not identify major contributors</i>	
<i>Evidence-basis and Use of Theory in research studies</i>	<i>Completely summarizes in the paper and table 5-10 examples of outcomes from studies that use the theory in research such as from RCT's and/or</i>	<i>Summarizes 5-10 examples of outcomes from studies that use the theory in research such as from RCT's and/or other study designs but has some</i>	<i>Incomplete numbers of study examples and/or lacks information on studies or has incorrect information,</i>	<i>Fails to identify and summarize research studies related to topic areas.</i>  <i>Missing table and/or narrative</i>	

	<i>other study designs</i>	<i>missing information.</i>			
<i>Personal Critique and Use of Theory</i>	<i>Coherent and well formulated critiques from literature and personal observations</i>	<i>Coherent and well formulated critiques from literature but lacks personal observations</i>	<i>Incomplete critique and summary from literature</i>	<i>Absence of critique from literature and personal observations</i>	
<i>Organization, APA, Writing and Overall Quality of Your Paper</i>	<i>Follows outline provided, the APA manual and is well written</i>	<i>Follow the APA Manual but with some issues in organization and writing</i>	<i>Partially follows APA manual and some issues in organization and writing</i>	<i>Does not follow the APA manual and has several issues in organization and writing</i>	
<i>Total Points=</i>					
<i>Final Paper Grade=</i>					

Comments:

**Theory Overview Table**

<b>Discourses and Disciplines</b>	<b>Epistemology</b>	<b>Values</b>	<b>Key Contributors and Applications in Social Work</b>	<b>Strengths and Limitations</b>	<b>Research Effectiveness</b>

## **Reading Log**

Purpose of Article

Summary of Key Points

What is most interesting to me about this article?

What do I want to discuss with the class?